

**LEGISLATIVE SERVICES AGENCY
OFFICE OF FISCAL AND MANAGEMENT ANALYSIS**

301 State House
(317) 232-9855

FISCAL IMPACT STATEMENT

LS 6093

BILL NUMBER: HB 1971

DATE PREPARED: Dec 2, 2000

BILL AMENDED:

SUBJECT: Conflict Resolution in School Curriculum.

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FUNDS AFFECTED: X GENERAL
DEDICATED
FEDERAL

IMPACT: State & Local

Summary of Legislation: This bill requires school corporations beginning with the 2002-2003 school year to integrate conflict resolution instruction within the curriculum for kindergarten through grade 12. It requires the Department of Education (the Department) to develop and make available to school corporations models of conflict resolution instruction by May 1, 2002.

Effective Date: July 1, 2001.

Explanation of State Expenditures: The Department would likely experience minimal first-year administrative time and cost in order to fulfill the requirements of this bill. It has been estimated that the additional first-year cost to the Department could total approximately \$95,000 - \$115,000. Cost estimates include but are not limited to the following: 1) listing of non-commercial resources on the Department of Education's web site; 2) development and printing of curriculum resource guides; 3) in-service training; and 4) regional workshops.

The Department reports that in addition to the first-year costs mentioned above, it would incur various costs associated with the continued professional development of teachers involved in conflict resolution until full local implementation of the curriculum (two to three years). In addition, the Department could incur costs regarding the reimbursement to school corporations of substitute teachers as described below in "Explanation of Local Expenditures". These additional costs are currently indeterminable, and would depend upon the number of school teachers participating in Department regional workshops and advisory group meetings.

Background: Currently, the Department of Education creates curriculum proficiency guides focused on standards to achieve student learning and curriculum development at the school corporation level. The process of curriculum proficiency guide development involves the following groups of individuals: 1) teachers; 2) parents; 3) students; 4) higher education faculty; and 5) business and community leaders. Curriculum proficiency guides are revised in conjunction with a six-year textbook adoption cycle.

In addition, the Department of Education provides regional workshops regarding curriculum, instruction, and assessment for the following individuals: 1) teachers; 2) curriculum developers; and 3) administrators. These workshops are designed to provide information regarding the goals and skills essential to successful student learning to school corporation personnel.

The Department of Education also currently provides assistance to school corporations regarding appropriate instructional material concerning a school corporation's curriculum by listing non-commercial resources on the Department of Education's web site.

Currently, no course of instruction exists in established curriculum areas that could satisfy course requirements relating to conflict resolution.

Explanation of State Revenues:

Explanation of Local Expenditures: This bill would require school corporations beginning with the 2002-2003 school year to integrate conflict resolution instruction within the curriculum for kindergarten through grade 12. School corporations would likely incur additional administrative time and cost associated with the research of non-commercial resources, teacher travel to regional workshops, and final development and implementation of the required curriculum.

Substitute Teacher Costs: School corporations may also incur the cost of providing substitute teachers on those days when teachers assist the Department with curriculum guide development via Department advisory group meetings. In addition, school corporations would need to provide substitute teachers on those days when teachers attend regional workshops conducted by the Department.

The specific impact of substitute teacher costs would depend upon local action and would vary by school corporation. Under the provisions of this bill, teachers would not be required to participate in advisory group meetings, nor would they be required to attend regional workshops.

The statewide average reimbursement for a substitute teacher is approximately \$65 per day. Substitute teacher pay is provided from a school corporation's General Fund, and can sometimes be reimbursed by the Department.

Explanation of Local Revenues:

State Agencies Affected: Department of Education.

Local Agencies Affected: School Corporations.

Information Sources: Mary Fortney, Department of Education, (317) 232-9158.